



**POLICIES AND PROCEDURES**

**TRANSITION POLICY**

## **Introduction**

The school works closely with partner primary schools, colleges, employers and other agencies and organisations to ensure smooth transition for students at ages 11 and 16. This is achieved through close working relationships and a wide variety of activities that are organised across the partnership. We believe that:

- Students need opportunities to visit NHTS or their prospective post-16 provider before transferring, in order to familiarise themselves with the school, college or training provider.
- Students should meet some key staff from the school, college or employer (In case of an apprenticeship) before their transfer in order to ask questions and allay fears or anxieties.
- Students should have opportunity to experience activities and events which are organised by NHTS or at post-16 provision events which will help them prepare them for their next educational phase.
- Parents should have opportunity to visit NHTS, ask questions and enjoy the experience of induction opportunities. In addition, they are given the opportunity to meet with post-16 providers at school events and invited to college open evenings supported by the Careers service and NHTS Year Team staff.
- Students should be placed in mixed ability tutor groups in Year 7 which include friendship groups.
- The information that is gathered across the North Huddersfield Learning Community (NHLC) should be used to enable a smooth transition for students at age 11 and other independent tools along with IAG officers should be used so that students are well equipped to seek out and select post-16 progression.

## **Transition Team**

Transition is an important element of our provision at NHTS. We want to ensure not only highly effective social and personal developmental transition but also academic.

Those involved closely in transition across school are:

- Headteacher
- KS3 SLT Lead
- House Transition Lead
- Year 7 Pastoral Managers
- Year 7 Progress Leader
- Cross-Phase Coordinator
- Careers Coordinator
- PSHCE Curriculum Area Leader
- Year 11 Pastoral Manager
- Year 11 Progress Leader
- SENDCo
- EAL lead
- Nurture Lead
- 'Beyond', school's counselling service

- Seconds in English and Maths
- Designated Safeguarding Lead
- STEM coordinator

### **Transition phase KS2 to KS3**

In order to ensure that close working relationships exist between the schools and that smooth transition does occur, a variety of activity takes place including the following:

#### **Joint working and collaboration**

1. Headteachers of all the schools in the NHLC meet each half term to agree dates, arrangements and joint policy on all matters of common interest.
2. At NHTS, there is an additional Pastoral Manager in Year 7 who oversees the social and personal development transition for students as well as the common transfer arrangements in the summer term.
3. The transition co-ordinators in the NHLC meet on a regular basis to co-ordinate the transition programme activities which are developed in consultation with school staff.
4. There is regular communication between NHTS's SENDCo and our partner primary schools, e.g. additional needs partnership meetings, and SENDCo network meetings. These are used as opportunities to share information about future students and their needs.
5. NHTS Curriculum Area Leaders meet in the summer term to discuss and develop transition proposals for the following year. From this the transition co-ordinator produces a programme of available activities for primary schools to select their preferences.
6. NHTS SEND staff are invited to all review meetings of Year 6 students and attend on invitation any meetings to plan the transition of particularly needy students. In this connection, primary school staff arrange for individual and small group visits of vulnerable students to NHTS to give them the opportunity for a structured visit, including a tour of the school and the opportunity to meet the SENDco and other key staff.
7. The schools have a clear protocol for the provision of information and data relating to the students at the time of transfer. A high priority is given to ensuring that any CP information is passed on and that all information is handling in the strictest confidence.
8. Visits by the DSL, SENDco, Nurture and Year Team staff take place in the summer term, to talk to the Year 6 students about transfer and this provides a rich opportunity for students to ask questions. At the same time, the Year 7 Progress Leader and Pastoral Manager meet with the class teacher to discuss the needs of individual students. 'Beyond', the school's counselling service also meet key students and their families.
9. Liaison continues after transfer and the Year 7 team contact primary school staff to seek advice or ask questions about issues that have arisen post transfer.

10. NHTS students are trained as ambassadors of learning and use their skills to support activities around transition
11. STEM specific events (such as the Astronomy evening) open to families (all ages) building relationships with younger siblings through their attendance at events

### **Curriculum transition projects**

All curriculum areas contribute to a menu of learning activities for KS2 students to engage with NHTS staff and students in a learning environment. Members of NHTS deliver the activities within both NHTS and the primary schools. Projects must be planned with rigour and delivered with our PRIDE agenda in mind. Where possible, these are delivered at our partner primaries, aside from technology, ICT, PE and science.

### **Cross-Phase Teaching and Learning KS2-KS3**

In order to bridge the gap and create a smooth transition for between KS2 and KS3 regarding pedagogy, metacognition and terminology used:

1. Opportunities are provided for groups of pupils from our partner primary schools to complete short projects with NHTS staff to develop skills linked to the NHTS learner.
2. The Cross-Phase Coordinator attends the Assessment Leads Meetings to develop an understanding of assessment strategies and primary priorities.
3. The Cross-Phase Coordinator spends time in the partner primary schools, meeting with the Lead Teachers of Maths, English and Science to gather schemes of work, short and long-term plans and teaching strategies to inform NHTS Curriculum Area Leaders.
4. CPD is delivered by the Cross-Phase Coordinator to inform NHTS staff of information gathered from primary schools and to encourage reflection of own practice.
5. Time is given during CALs meetings to give CALs the chance to discuss what further information from primary schools would help them to bridge the gap and adapt out teaching at the beginning of the academic year.
6. NHTS staff, including the Cross-Phase Coordinator spend time invigilating and observing the administration of the SATS and partner primary schools in order to acknowledge the level of challenge and skills expected at KS2 level.
7. Links have been made with our partner teaching alliance, WYTA, to run annual cross-phase conferences focusing on shared priorities, for example, metacognition.

### **Opportunities to Visit**

1. All primary school students have the opportunity to attend workshops and events at NHTS.
2. Parents are encouraged to visit NHTS at any time to meet the SENDCo informally and discuss their children's specific needs.
3. In KS2, students have the opportunity to attend NHTS to take part in sporting events working in teams that are made up of students from a variety of NHLC primary schools.
4. For Year 4 and Year 5 students, NHTS hosts an annual full-day event that involves a variety of workshops. These include a range of subjects on rotation but always include specific subjects that primary students may not have experienced e.g. more practical based subjects.

5. In the first week of July, prior to transfer (common transfer week), Year 6 students spend two induction days (common transfer days) at the school, which is used to familiarise students with the school buildings, procedures and key personnel and to give students the opportunity to meet their form tutor and participate in team building with their new classmates.
6. Within the same week, students who have additional needs are given the opportunity to visit the school for a longer period supported by specific staff from the primary school and NHTS. This allows them greater time to adjust to the new learning environment and meet key staff.
7. In the same week as the common transfer days, parents are invited to attend an induction evening in early July in which they have opportunity to learn about NHTS systems and to ask any questions they may have. SEND students and their parents are particularly encouraged to attend this event where the SENDCo and other relevant staff will be available to answer any questions they may have.
8. Early in the autumn term, there is an additional Year 7 settling in evening where parents and students have the opportunity to ensure their child is adjusting well to secondary school life.
9. Additionally, in the autumn term, all parents can attend the school's open evening to review facilities, familiarise themselves with the school ethos and curriculum offer as well as meeting key staff.

### **Transition phase KS3 to KS4**

1. All curriculum areas ensure that the KS3 curriculum delivered creates learners who are KS4 ready.
2. There is also a comprehensive programme of 'options' preparation that takes place throughout Year 9 including:
  - Options evening
  - Options Taster Drop Down Day
  - Options booklet
  - Individualised support and consultation from the Year 9 pastoral team
  - Specific exams and KS4 preparation through the PHSCE curriculum
  - One to one meetings with C&K careers guidance is available for all students
3. KS3 to 4 STEM transition work includes working directly with Careers in relation to Health, Engineering and the Environment – local NHS nursing provision including diabetes support; Morgan Sindall Women in STEM and Cummins Turbos (various), Learning by Design Women in Engineering; Leeds University School of Engineering (Bioenergy, Environment and Climate change); continued partnership with Bradford's National Science Museum; and others
4. Students have opportunities to be part of STEM specific visits with business partners, e.g. Syngenta programme.

### **Transition phase KS4 to KS5**

In order to ensure that close working relationships exist between NHTS and post-16 providers and that students both select and sustain appropriate post-16 provision in order to reduce the number of students who become NEET (Not in Education, Employment or Training), a variety of activity takes place including the following:

#### **Joint working and collaboration**

1. There is a CEIAG policy which promotes equality and impartiality: it is reviewed by the Headteacher and the careers coordinator.
2. The school SENDCo, EAL coordinator and Yr11 PL/PM meet and identify those needing supported packages and plan accordingly. SENDCo and EAL staff participate in supported visits with individual students and early inductions at colleges for those with additional needs.
3. Year 11 Progress Leader & careers liaise with the learning mentor at all the FE Colleges early in the spring term to identify those who may need additional support for either learning or emotional issues.
4. Additional needs staff from local FE colleges come into school to meet with the SENDCo and other relevant staff to discuss the individual needs of students with SEND who have enrolled at their provision.
5. Careers, PHSCE and STEM coordinators work closely to plan transition activities with post-16 staff, especially our Trust partners, Kirklees College in school during the Drop Down Day (DDD) programme. For STEM this includes also Focus sessions relating to Women in STEM and continuing networks already in place with Leeds University (School of Health and other external providers)
6. NHTS fully participates in the First Media system and follows all protocol related to attainment, attendance and additional needs. This provision is shared by all 6<sup>th</sup> form colleges and most training providers. Where training providers have not engaged in the system, the CEIAG coordinator supports applications. The school has developed a clear protocol for the provision of information and data relating to the students at the time of transfer. A high priority is given to ensuring that any CP information is passed on and that all information is treated in the strictest confidence.
7. A continuum of accurate information and availability is sustained year on year through printed and archived First Media data which is readily available. If liaison continues after transfer the Year 11 Progress Leader and Careers Coordinator are able to respond effectively.
8. Specific STEM related visits such as Science Live! Which cover careers as well as taught GCSE content and THE BIG BANG careers fair in Birmingham which is to be sponsored by Syngenta in future years

#### **Careers transition activities (including STEM)**

A close relationship exists between the PSHCE, Careers and STEM curriculum so that knowledge, skills and understanding are started in Year 9 PHSCE lessons and then DDD curriculum time in KS4.

In other curriculum areas, learning links are established to enhance wider subject context and potential career progression where post-16 staff deliver the activities. All students are given the opportunity to participate in learning and advisory events at post-16 venues, supported by NHTS staff.

1. JED is used by all students in KS3 PSHCE lessons in conjunction with our 'C&K Careers service' and then shared with parents at Year 9 options' evenings. This programme encourages students to identify their skills match with career choices. It is also a vehicle for parents to engage in careers investigation and choices.
2. Post-16 providers and trainers are invited to Year 9 options evening to advise and support on option choices, career paths and access requirements.
3. As part of the PSHCE/Careers DDD KS4 programme, outside visitors from both education and industry deliver work related careers development sessions in preparation for the world of work. These among others include; preparing for interview, writing personal statements, skills in the workplace.
4. Through the DDD program and during tutor time, Year 11 students complete their First Media forms to make application for post-16 provision. The careers staff and Year 11 team work with small groups and individuals to ensure appropriate progress and selection. Students with additional needs are supported on a one to one basis to ensure students are clear and supported through the process. Parents are encouraged to share in this process through SEN reviews and other Year 11 events.
5. Curriculum areas including; Art, Health and Social Care, Technology and Performing Arts run learning events at colleges and training providers for students to experience post-16 learning/training provision and their environments. STEM specific e.g. Forensic Science tasters
6. At KS4, all Year 10 students attend taster days at Kirklees College, Huddersfield New College and, where appropriate, Greenhead College. These are all supported by Progress Leaders and Pastoral Managers. Students have the opportunity to participate in their selected programmes of study.
7. In a focused effort to reduce NEET figures, the Progress Leader and all relevant staff raise awareness of other opportunities, including Engineering, Horticulture, etc., through assemblies and these are supported by a member of the Year 11 Team for individuals or smaller groups to attend. It is the policy of the school that every student has access irrespective of group sizes.
8. NHTS promotes the annual Kirklees Post-16 event for colleges and training providers at the John Smith's stadium. Careers and Pastoral staff attend to actively support discussions.
9. The Career Coordinator promotes and attends every post-16 college open evening and are on hand to liaise between students, parents and the college staff.
10. STEM coordinator continues to expand the networks available in relation to both work place and FE/HE

In all instances parents are informed of opportunities by letter, KKS messaging and at school events. Their views on quality of provision and information are sought for the review process.